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ABSTRACT

This teacher education program is intended for implementation at the elementary level and should have an immediate impact on the target areas through tutoring services, teaching aides, resource personnel, and other services. It is based on the assumption that teachers can be educated in liberal arts, develop reasonable in-depth knowledge of a teaching field, and prepare for beginning work as a teacher during four years of college. The program calls for the selection by a recruitment committee of 120 students with a high potential for elementary teaching and who are representative of minority groups. Financial support of $75.00 a month is available for each student. The program involves four related components: 1) general education, 2) specialized education in one or more recognized academic disciplines or teaching fields, 3) professional education in the requisite knowledge and skills of teaching, and 4) laboratory and field experiences. Each of these components is described in some detail. The first step in the implementation of the program will be curriculum building which should be undertaken by the college teachers who will do the teaching. It is recommended that this new program be organized as a pilot project and be carried on over a period of 5 years to test the various phases, make indicated changes, and evaluate the program as a whole. (MBM)

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PROPOSAL

OF

A NEW PROGRAM OF TEACHER EDUCATION

FROM

METROPOLITAN STATE COLLEGE

FOR PARTICIPATION IN

THE COLORADO MODEL STATE PROGRAM

OF

THE FOUR STATE PROJECT

The unique features of this program are: emphasis on learning-by-doing, integration of theory and practice, integration of educational concepts with concepts from other disciplines, development of understanding of and empathy for the problem of the disadvantaged, and better preparation of persons for teaching and providing all children an equal educational opportunity.

METROPOLITAN STATE COLLEGE
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Denver, Colorado

SP005226

A NEW PROGRAM OF TEACHER EDUCATION

I. Background
II. Selection of Participants
III. General and Specialized Undergraduate Program
IV. The Professional Education Sequence
V. Program Personnel
VI. Implementation
VII. Evaluation
VIII. Budget Estimate

This proposal is for implementation at the elementary level only. Throughout the following description, reference is made to secondary education programs and courses because the planning included both levels.

Metropolitan State College is a component of the Denver Model Cities Program. The original proposal as submitted by the City of Denver named Metropolitan State College as the Central City College and as such personnel from the College are involved in planning activities with representatives of all other components of the program.

This Teacher Education Program can have an immediate impact on the target areas through tutoring services, teaching aides, resource personnel and other services provided by the program.

A NEW PROGRAM OF TEACHER EDUCATION

I. BACKGROUND

The population of the United States has recently passed the two hundred million mark and more than three-fourths of these people live in urban communities. These concentrations of population have made living much more complicated than it was only a few years ago. The characteristics of these city dwellers are very diverse. Wide ranges are represented in the racial and ethnic composition of the city, the educational attainments of the inhabitants, the economic levels of the people and the cultural interests of the family groups. While population has been expanding, knowledge has also been increasing at an unprecedented rate. These conditions have made it necessary for children and youth to have more years of education and a higher quality of education. As has always been the case, the teacher is the key to the solution of the problem of providing the most effective education for these times.

It has become obvious that teacher education must be improved to enable teachers to meet the new demands that face them in their work. In the troubled world of teacher education, reforms range from minor tinkering with traditional patterns to major changes in conception and design. Across our land, many programs of teacher education are being studied to determine the changes that hold promise of resulting in improvement. Such studies are costly and many are moving slowly for lack of funds. The Tutorial and Clinical Program for Teacher Education of Northwestern University and the New Urban Teacher Education Program of Fordham University are exceptions in that they are being assisted by sizeable grants-in-aid. Visits to these two universities and a study of the literature reveal some commonly accepted bases for making needed improvements in programs of teacher education.

Commonly Accepted Bases of Agreement in Improving Programs of Teacher Education

1. An effective education for teachers is a liberal education. It is recognized that teacher education includes a judicious blend of general education, scholarly knowledge of subject matter, and professional skillfulness.

2. A new plan of teacher education should aim to achieve three basic objectives: to make the preparation of teachers an all-college or university responsibility; to strengthen the academic preparation of prospective teachers; and to increase the relevance of professional education for teaching.
3. Isolation of programs of teacher education from the reality of schools and the community undermines their effectiveness.
4. The outcome to be sought in a program of teacher education is high quality teachers who are successful in the art and skill of teaching.
5. Learning to teach requires active participation in real classrooms under the guidance of real teachers.
6. Professional skill in teaching is an artistic and creative process, as well as one of scientific scholarship, that demands a high level of personal involvement.
7. Higher potential for teaching is needed in prospective teachers.
8. An advisory committee is needed to give maximum effectiveness to a program of teacher education.
9. Secondary teachers should be prepared for certification in one or not more than two fields of teaching.
10. Elementary teachers should concentrate on work in four fields common to the curriculum in elementary schools. (Language arts, social studies, mathematics and science, and the humanities).
11. All work in professional education should be given through group seminars, tutorials, or course sequences and related clinical experience (student teaching or apprentice teaching), thus eliminating formal courses in education.
    A. Vital to the success of this new kind of program are contents presented and processes utilized. Two areas are of great importance:
        (1) The prospective teacher should study and discuss the physical, psychological, and social factors in the development of urban children and youth, and the programs which schools and other social agencies have developed to serve this clientele. (Content is taken from the disciplines of Anthropology, Social Psychology and Sociology).
        (2) The prospective teacher should study and discuss the fundamentals that are ordinarily included in courses entitled Educational Psychology, Human Development, Principles of Education, and Curriculum and Methods, with application to specific practices and problems which students encounter while serving as apprentice teachers in urban schools.

B. Organization of needed content necessitates more than an additive method of traditional, discrete course units. The unique features needed in the new organization of content and student teaching are on-the-job training, integration of theory and practice, integration of educational concepts with concepts from other disciplines, and close cooperation between schools and the college.

12. Omissions in Commonly Accepted Bases of Agreement

A. Input. Although screening procedures are being refined and improved for college students who signify their intention of becoming teachers, there is a considerable interest in establishing a program and procedure for discovering high school students who demonstrate real potential for teaching. The idea is to discover excellent teaching prospects early and encourage them to take up teaching as a career.

B. Auxiliary Personnel in Education. In most urban areas the teacher shortage continues. As an example, New York City seeks to hire about 6,500 new teachers each year. This year they have 2,000 teachers working on the basis of temporary certificates and pupil-teacher ratios continue to be too high. It appears that aides may be an answer to the teacher shortage problem and to the problem of improving the quality of teaching. These bases of agreement should serve as a foundation on which to build a new teacher education program. In each case the program must be adapted to the needs and possibilities of the area to be served.

II. Selection of Participants

It is proposed that 120 students with apparent high potential for teaching be selected as freshmen. It has been the experience of teacher education institutions in this area to lose some candidates during the four years of undergraduate study. The brief experience of Metropolitan State College is similar to that of the other colleges. This proposal is designed to provide 100 students who will complete the four years of college work. It is further proposed that the students who are selected be those who have chosen careers in elementary teaching. The continuing shortage of elementary teachers for schools with high proportions of minority as well as majority children makes this criterion of considerable importance.

Since Metropolitan State College is designed to serve the Denver Metropolitan area, a significant characteristic of this plan is operation of the new program of teacher education with the assistance and advice of an advisory committee made up of representatives of metropolitan schools. This committee now exists and includes representatives of Adams County - School District-14, with one high school; Aurora Public Schools, with two high schools; Denver Public Schools, with nine high schools; Englewood Public Schools, with one high school; and Jefferson County Public Schools, with nine high schools.

The new program of teacher education is based on the assumption: (1) that prospective teachers will have the basic attitude that is characterized by a continuing interest in and a high respect for the worth and dignity of each member of a minority or majority group, especially school-age children and youth; (2) that prospectiv teachers electing this program will be in the upper half of their high school graduating classes and will be academically capable; and (3) that they will be motivated in many instances toward teaching the disadvantaged and will commit themselves early to teaching as a professional career.

While it is the purpose of this program to consider all prospective teachers with a high potential for elementary teaching, it is planned to seek out those who are representatives of minority groups. To accomplish this aim, high schools in this area will be asked to activate a recruitment committee made up of seven to nine members.

It is suggested that the committee membership include faculty representatives, students, parents, and other citizens from both minority and majority groups. The function of these committees will be to recruit prospective elementary teachers of high potential and encourage them to begin their college preparation. Each committee will be asked to develop criteria for making selections, keeping in mind those described above and those recommended in the model design:

1. Desire of individual to work with disadvantaged groups
2. Commitment to social betterment of disadvantaged groups
3. Prior experience in child or youth programs
4. Evidence of acceptability to groups who are disadvantaged
5. Good social and emotional maturity

To facilitate the work of each committee, it is proposed that a teacher be chosen as secretary and that the project pay him a stipend of $25.00 a month or $250.00 a year for this extra work. His responsibility would be to keep the committee moving in seeking out 5 to 10 excellent candidates to be recommended each year for admission to this new program of teacher education. There are 22 high schools in the area.

Each committee will be encouraged to secure names of students who are recommended for the program from such groups as: The Latin American Education Foundation, Colorado Civil Rights Commission, Urban League, National Association for the Advancement of Colored People, and Latin American Research and Service Agency.

Retention of Students

It is expected that most teacher candidates will progress normally by demonstrating the excellence required in prospective teachers. However, in order to improve the chances for success among students admitted without reference to conventional admissions standards, tutorial and counseling programs before, during, and after entrance into the college program, will be established. Candidates in this program will be assigned to empathetic advisors who have shown an interest in and capacity for working with such individuals. It is estimated that 10% of the students or 10 in each class will need 100 hours of tutoring each year at a cost of $3.50 an hour.

Support for the Students

Financial support for the students selected as prospective elementary teachers would come in the form of a monthly stipend. The stipend would be $75.00 for each month of the program completed by each student.

III. General and Specialized Undergraduate Programs

INTRODUCTION

Under this new program, the preparation of teachers involves four related components: (1) general education common to all educated people, (2) specialized educatio in one or more recognized academic disciplines or teaching fields, (3) professional education in the requisite knowledge and skills of teaching, and (4) laboratory and field experiences.

This program is founded on these basic concepts:

a. Teacher education is the responsibility of the entire college and the cooperating school systems; control of the programs should be shared by the Division of Education and the College of Arts and Sciences with counsel and advice from the school systems.

b. Those preparing to teach should have a general education equal to that of the B.A. or B.S. graduate in the College of Arts and Sciences.

c. Secondary school teachers should be recommended for certification in two disciplines.

d. Elementary school teachers should do undergraduate work in four areas of concentration common to the curriculum in elementary schools.

e. All work in professional education should be given through group seminars, tutorials, or course sequences and be closely related to clinical experiences (student teaching or apprentice teaching), thus eliminating formal courses in education.

General Education

The students enrolled in the new program of teacher education should complete the general education program of 54 quarter hours which is required of all students at Metropolitan State College. These requirements are based on those studies known as the liberal arts, which embrace the broad areas of English, the humanities, mathematics and the biological and physical sciences, and the social and behavioral sciences. The purpose is to help students select under counseling the subjects they pursue, to embody for them major ideas and principles of importance from the various divisions of knowledge.

Requirements for All Bachelor's Degrees

To earn a Bachelor of Arts or Bachelor of Science degree, a student must satisfy the following requirements, plus any others stipulated for the degree for which a student is a candidate:

1. Complete 180 quarter hours with a cumulative average of 2.00 or higher and the requirements on physical education activities courses stated previously.

2. Complete a minimum of 45 quarter hours at Metropolitan State College, including the last 15 quarter hours applicable to the degree.

3. Not more than 45 quarter hours taken by extension and/or correspondence may be applied toward a bachelor's degree.

4. Not more than 12 quarter hours in music ensemble courses will be counted toward a bachelor's degree for students who are not specializing in music.

5. At least 60 quarter hours in upper-division courses; i.e., junior and senior level, must be included in the 180 required for graduation.

6. All students must have one major subject consisting of not less than 45 nor generally not more than 60 quarter hours and at least one minor consisting of at least 27 quarter hours.

7. At least 12 quarter hours of the major and 6 quarter hours of the minor must be taken at Metropolitan State College.

8. To satisfy the Colorado State requirements for certification of elementary school teachers, courses in education in the approved elementary education program shall be considered as a major.

9. All basic studies requirements listed for a degree must be completed.

10. All other course requirements of a section, division, or department must be satisfied.

Requirements for Bachelor of Arts and Bachelor of Science

Candidates for either the Bachelor of Arts or Bachelor of Science degree are required to meet the basic studies minimums listed below in addition to satisfying all other requirements for a bachelor's degree stipulated earlier in this catalog. Since the purpose of the basic studies program is to help students develop understanding and an appreciation of broad fields of basic knowledge, a degree candidate must complete the three-quarter course in basic communication and 15 quarter hours of courses in each of the three Arts and Sciences divisions as per the listing below

Not more than 10 quarter hours taken in any one of the sub-disciplines listed under the Divisions of Science and Mathematics, Humanities or Social Sciences will be counted toward meeting the basic studies requirements.

	Quarter Hours
English 101-103. Basic Communication	9
Science and Mathematics	15
Biological Science	
Earth Science (geology)	
Physical Science (chemistry, physics)	
Mathematics	
Humanities	15
Fine Arts (art, music, theater)	
Language (foreign, English)	
Literature	
Philosophy	
Speech	
Social Sciences	15
Anthropology and Sociology	
Economics and Geography	
History and Political Science	
Psychology	

Specialized Education

Students preparing to teach in the secondary schools elect a major in one discipline and a minor in another discipline. The major consists of not less than 45 nor generally more than 60 quarter hours. The minor consists of at least 27 quarter hours.

Students preparing to teach in the elementary schools take specialized work in those academic disciplines relevant to that level. A student has four areas of concentration which constitute a major: science and mathematics, social science, humanities, and English with from 18 to 21 quarter hours of work in each one. In addition, one or more minors of at least 27 quarter hours is recommended.

Elementary Certificate

Division of Science and Mathematics

A minimum of 18-21 quarter hours consisting of:

a. physical science
b. biological science
c. earth science
d. concepts in mathematics*

*Additional math may be required if a basic skill level, as determined by the department, is not achieved.

Division of Social Science

A minimum of 18-21 quarter hours, exclusive of the courses required in the professional education sequence. Courses must include study in:

a. local government
b. national government
c. American history, world history
d. geography

Division of Humanities

A minimum of 18-21 quarter hours, exclusive of courses in the English department. Work shall include:

a. speech
b. arts and crafts, drawing, painting
c. music

Department of English

A minimum of 18-21 quarter hours, excluding 9 quarter hours of Basic Communications. Work shall include:

a. language
b. literature, children's
c. reading

The four fields of study, as listed above, will constitute areas of concentration. Students shall include, but will not be limited to, the hours and courses listed. Students should be encouraged to attain enough hours to receive a major and/or a minor in at least one of the areas of concentration.

The intent is to suggest courses which will not only prepare the student adequately to teach the many subjects included in the elementary school curriculum, but also to allow enough flexibility of program to provide for individual interest and talent.

IV. The Professional Education Sequence

Any program of teacher education must deal with such relevant problems as the selection of program content and provision of the means and time to teach it. The program must also provide experiences for the student which make the content meaningful and permit him to demonstrate requisite teaching skills.

Vital to the success of this new kind of program are the different bodies of content which are presented and the varied educational processes that are utilized. Two areas are of great importance:

(1) The prospective teacher should study and discuss the physical, psychological, social and economic factors in the growth and development of urban children and youth. The high incidence of underprivileged, culturally deprived children in urban schools substantiates the need for knowledge of the culture of all groups, majority and minority, by teachers of urban children. Extensive study and discussion are also needed of the programs and methods that are used by schools and other social agencies to provide for each child an equal educational opportunity. Content is studied from the disciplines of Anthropology, Social Psychology, Sociology, and reports of intensive first-hand studies of the students in disadvantaged areas.

(2) The prospective teacher should study and discuss the fundamentals that are usually included in courses entitled Educational Psychology, Human Development, Principles of Education, and Curriculum and Methods, with application to specific practices and problems which students encounter while serving as apprentice teachers in urban schools.

Freshman and Sophomore Years

Orientation to the new program of teacher education includes a number of pertinent activities, such as: counseling, planning, gaining an understanding of the disadvantaged, and building a background of elementary content. Reading, observation, discussion, and field experiences are the methods most commonly employed in carrying forward the learning program. Each student:

1. Receives preliminary enrollment as a teaching candidate
2. Is assigned to an education advisor
3. Is asked to do a minimum of 100 hours of work with children on a volunteer basis in such activities as scouting, boys and girls clubs, playground, Head Start, pre-school, study hall, day care center and so on.

4. Is given the opportunity to determine his competency in elementary school subject matter by taking elementary achievement tests. Primary areas are: Reading, word analysis, English, spelling, penmanship, social studies, mathematics, science, art and music. Intermediate areas are: Reading, word analysis, library skills, English, penmanship, social studies, mathematics, science, art and music.
5. Counseling is given on how to strengthen areas of weakness; course work is available and tutoring is provided where needed.

Freshman Year - Quarter I - Teaching candidates will be involved in the following: (1) Counseling and planning, (2) studying reports on disadvantaged children, and (3) studying reports on more effective schools and superior schools; and Background in Elementary Studies which includes: (1) Elementary curriculum, (2) spelling and penmanship, and (3) Library skills and children's literature; and will:

1. Spend 3 hours a week for one quarter on Background of Disadvantaged Children and Youth.
2. Spend 3 hours a week for one quarter on Background of Elementary Studies.
3. Have teacher-student ratios of one to fifteen (4 teachers - 60 students).
4. Have teachers spend 6 hours a week teaching and counseling and 6 hours planning and developing teaching materials.

Quarter II - Teaching candidates will enroll in the block The Elementary Child I Volunteer Service (5 hours a week for 10 weeks = 50 hours); and will:

1. Spend 3 hours a week for one quarter on Growth and Development of the Elementary Child.
2. Have teacher-student ratios of one to fifteen.
3. Have teachers place students in volunteer services and be responsible for coordination and ratings of students.
4. Have teachers spend 6 hours a week teaching and make 5 visits a week to students doing volunteer work = 50 visits in 10 weeks. Each of 15 assigned students visited 3+ times.

Quarter III - Teaching candidates will enroll in course The Elementary Child II and Volunteer Service (5 hours a week for 10 weeks = 50 hours); and will:

1. Spend 3 hours a week for one quarter on The Psychology of Learning.
2. Have teacher-student ratios of one to fifteen.

3. Have teachers place students in volunteer services and be responsible for co-ordination and rating of students.
4. Have teachers spend 10 hours a week teaching and make 5 visits a week to students doing volunteer work = 50 visits in 10 weeks. Each of 15 assigned students is visited 3+ times.

Laboratory Experiences During Each of Three Summers

Vital to the success of this new kind of program are content presentation and the utilization of learning processes. The prospective teacher should have the opportunity to work with disadvantaged children over an extended period of time. He should learn of their frustrations and motivations, their hopes and aspirations. He should study and reflect on the physical, psychological, social and economic factors in the development of urban children and youth, and the programs which schools and other social agencies have developed to serve this clientele.

The teacher candidate who is having the laboratory experiences should:

a. Develop a broader understanding of the problems, workings and beliefs of the low socio-economic segment of the population at large.
b. Develop new understandings of means of effectively working with urban and rural disadvantaged. (Can we learn to communicate on their level?)
c. Develop a "feel" for the ways in which it will be necessary to adapt traditional subject matter so that it will be transmitted to, and understood by, the disadvantaged.
d. Develop a realization of the importance of personality as it relates to communicating with disadvantaged.
e. Develop an emotional commitment as well as an intellectual commitment from the intensive involvement with the disadvantaged.
f. Receive a teaching internship experience from which he can utilize the attitudes and understandings developed through three previous years of laboratory and field experiences.

Laboratory or field work during the summer makes possible rich experiences of learning-by-doing. The plan is to place each teacher candidate with a school or other social agency as an aide during the first summer. The time to be spent is 40 hours a week for 12 weeks, the remuneration to be $1.40 an hour or the minimum wage, whichever is higher. After a year of maturation, education and experience, the teacher candidate would again be placed with a school or other social agency

as an assistant, this time at 25 cents an hour above the minimum wage. The third summer as the teacher candidate is able to carry even more responsibility with even less supervision, he would be placed as an associate at 50 cents an hour above the minimum wage.

Two supervisors would be needed to place, coordinate, and evaluate the adjustment and proficiency of the teacher candidates as they work. The strategy would be to place teacher candidates where each one could have the greatest variety of rich experiences. Some examples of agencies where teacher candidates can be placed are:

Day Care Centers for Children
Head-Start classes
Neighborhood Health Centers
Welfare Agencies
Metro Youth Center
Hospitals
Neighborhood Action Centers
Community Centers
Recreation Centers
Church School Centers
Study Halls
Summer Camps
Summer Schools
Scout Troops
Pre-schools
Boys and Girls Clubs

Junior Year - Teaching candidates will enroll in the course block Children and Youths in Urban Schools and will:

1. Spend one quarter in this course block.
2. Spend 6 hours a week at the college.
3. Concurrently spend 8 hours a week in field observation of social agencies, community agencies, and schools and gain an understanding of their work and of school-community relations.

Junior-Senior Years - Teaching candidates will enroll in the course block Learning and Teaching I - Teaching Auxiliaries and will:

1. Have successfully completed Children and Youths in Urban Schools.
2. Spend one quarter in this course block.
3. Spend 6 hours a week at the college.
4. Concurrently spend 8 hours a week as an aide in social work for 5 weeks.
5. Concurrently spend 8 hours a week as an aide in school work for 5 weeks.

The Schedule for the Sophomore and Junior Years follows. In this schedule designations are: (1a) and (1b) Course Block, Children and Youths in Urban Schools; (2a) and (2b) Course Block, Learning and Teaching I - Teaching Auxiliaries.

Schedule

Sophomore Year, 3rd Quarter	(1a) - 28 students	(1b) - 28 students)	
Junior Year, 1st Quarter	(1b) - 28 students	(1a) - 28 students)	— 56 students
Junior Year, 2nd Quarter	(2a) - 28 students	(2b) - 28 students)	
Junior Year, 3rd Quarter	(2b) - 28 students	(2a) - 28 students)	— 56 students

Senior Year

1. Have successfully completed Children and Youths in Urban Schools and Learning and Teaching I - Teaching Auxiliaries.
2. Spend one quarter in this course of preparing to teach at the secondary school level (with two other quarters in liberal arts subject matter areas).
3. Spend one quarter each in Learning and Teaching II - Early Elementary and Learning and Teaching III - Intermediate grades if preparing to teach at the elementary level (with most of the time devoted to the particular level of interest, either Early Elementary or Intermediate grades and the remainder of the time devoted to contiguous levels).
4. Spend 3 hours a week at the college each quarter.
5. Concurrently spend 6 hours a day, 5 days a week, as an Apprentice Teacher in a school at the appropriate level each quarter.

The Schedule for the Senior Year - Course Block Learning and Teaching VI or III

First Quarter - Apprentice Teaching

Group (1a) - 25 students, apprentice teaching 10 weeks, full school day, full quarter.

Two clinical teachers (for each apprentice), each spend 1½ hours a week on Learning and Teaching with Apprentice Teachers.

College Supervisor A visits one teacher each A.M. and P.M., 10 weeks x 10 = 100 visits in quarter. Twenty-five students. Each is visited 4 times.

College Supervisor A spends 1½ hours (4:00 - 5:30) on Tuesday and Thursday with 25 apprentice teachers on Learning and Teaching Course Block.

Group (1b) - 25 students do same as above under College Supervisor B.

Second Quarter -

Group (2a) - 25 students do same as Group (1a) first quarter under College Supervisor A.

Group (2b) - 25 students do same as Group (1b) first quarter under College Supervisor B.

Teacher Placement - The First Year After Graduation

Normally, by the end of the senior year, students should be eligible for their baccalaureate degree, for a state certificate, and for appointment to a full-time position.

Having met the requirements for a certificate, the college graduate is ready to be appointed to a full-time teaching position with the full salary to which he is entitled according to the regular salary schedules. He is designated, however, as a Beginning Teacher in order to indicate that, as a beginner, he should have an assignment he can fill successfully. It may be necessary, therefore, to have such adjustments as a shorter teaching day, smaller classes, fewer classes, or specially selected classes, and added supervisory assistance as a program of articulation and follow-up by the college.

Teachers serve as Beginning Teachers for two terms. During the second term, arrangments should be made for them to visit other classes and other schools. Teachers who are not ready for a normal teaching assignment after two terms as Beginning Teachers may be dropped from the program or be required to serve as Beginning Teachers for a third term.

Beginning Teachers are required to enroll in:

Course Block - Classroom Problems of the Beginning Teacher in Early Childhood Education and Primary and Intermediate Grades V.
(3 hours a week plus conferences)

This course deals with the problems encountered by Beginning Teachers with reference to such matters as classroom management, curriculum and teaching, and discipline. The instructors in this course are college supervisors who work with Beginning Teachers on their classroom problems and, in cooperation with the school personnel, offer such counsel and help as may be appropriate.

During the second term, as much attention as necessary is given to working with the Beginning Teachers on their own classroom problems, but emphasis is placed upon the study of approaches to education and of curricular procedures other than those which are used at the school to which the Beginning Teachers have been assigned.

Co-requisites: Service as a Beginning Teacher in Early Childhood
Course Block Education and Primary and Intermediate Grades.
(3 hours a week plus conferences: 3 credits each semester).

After having served successfully as Apprentice Teachers and Beginning Teachers and having completed the co-requisite college courses, teachers should be able to perform so successfully in the classroom that they merit tenure at the point set by Board of Education regulations and state law.

The proposal of the Colorado Model Program to pay half of the salary of each of the newly-prepared teachers to the employment district makes it possible to carry on a program of articulation and follow-up. The details of a program for the fifth year have been described previously.

V. Program Personnel

A commitment to Teacher Education was made by the Task Group which studied the need for Metropolitan State College in 1963. This commitment was reaffirmed by the Board of Trustees for the State Colleges of Colorado in 1966 when professional courses in Education were approved.

The administration of the College includes individuals who have given many years of their lives to public education and the preparation of teachers. The President of the College, Kenneth Phillips, was a public school teacher for two years and a college teacher for fifteen years before his six years as an administrator. Keats R. McKinney, Dean of the College, a public school teacher and administrator for eleven years, has for the last sixteen years been a college teacher and administrator. During all of this time his professional rank has been in Education, and he has been involved in teacher education.

The deans of the two sections of the College provide support to the program through their experience with teacher education programs. Dean Phares, Applied Sciences Section, was a teacher and administrator for thirteen years at the public school level and five years at the college level. His interest in teacher education is evident, and his counsel is valued. Dean Milligan, Arts and Sciences Section, was a college teacher for thirteen years and an administrator for two years.

The faculty of the Division of Education for the academic year 1968-1969 will be as follows:

George M. Brooke, Professor of Education, Chairman of the Division
Ph.D. State University of Iowa 1954
Special Areas: Elementary Education, Curriculum and Supervision
Experience: 15 years in public schools
14 years in college teaching

Roy A. Hinderman, Professor of Education
Ph.D. University of Wisconsin
Special Areas: General Education and Administration
Experience: 41 years in public schools
9 years in college teaching

Eugenia Berger, Assistant Professor of Education
Ph.D. University of Denver 1968
Special Areas: Foundations, Methods, Early Childhood Education
Experience: 18 years in elementary education
1 year in college teaching

Eugene R. Roon, Instructor in Education
M.A. Michigan State University
Special Areas: General Education and Administration
Experience: 7 years in public schools
2 years in college teaching

Two more positions in the Education Division will be filled at a later date. One will be a specialist in Elementary Methods and the other will be a supervisor of field experiences, including student teaching.

VI. Implementation

If approval is received to experiment with the new program of teacher education, the first step will be curriculum building. Five tutorials must be built: (1) Children and Youths in Urban Schools, (2) Learning and Teaching I - Teaching Auxiliaries, (3) Learning and Teaching II - Early Elementary, (4) Learning and Teaching III - Intermediate grades and (5) Classroom Problems of the Beginning Teacher in Early Childhood Education and Primary and Intermediate Grades.

To be successful, the tutorials in content and method must: (1) relate theory and practice in a meaningful way and integrate educational concepts with concepts from other disciplines, (2) generate interest and enthusiasm on the part of the student teachers, (3) be practical, "down to earth" experiences in school problems and teaching, (4) provide knowledge and understanding of the culture of all groups, both majority and minority, and the privileged and underprivileged, (5) teach the methods that are used to give all children equal educational opportunities and (6) make available useful information on non-grading, team teaching, modular scheduling

and cumulative records.

To insure maximum development of the student teacher, there should be provision for many of the following: discussion, oral presentations, laboratory experience, problem-centered independent study, personal conferences, excursions, and use of new media, such as films, tape-recording, television, programmed instruction, simulated teaching and micro-teaching.

An ideal time to build curriculum is during the summer. At least one and perhaps two quarters will be needed to build five tutorials and gather related instructional materials. This work should be done by the college teachers who will do the teaching.

It is recommended that this new program of teacher education be organized as a pilot project and be carried on over a period of five years to test the various phases of it, make indicated changes, and evaluate it as a whole.

VII. Evaluation

This new program of teacher education is based on the assumption that teachers can be educated in liberal arts, develop reasonable in-depth knowledge of a teaching field, and prepare for beginning work as a teacher during four years of college. This program assumes further that the students electing the program: (1) will be academically capable; (2) will be motivated toward teaching; and (3) will commit themselves early to teaching as a profession.

The plan is to study the students carefully during their tenure in the program at Metropolitan State College in the light of three basic questions:

(1) What kinds of students elect the program?

(2) Do those students who elect the program complete it?

(3) Do those who complete the program teach in a target area school?

(4) Do those who enter a target area school remain there?

The first area requires collection of data on the characteristics of the students prior to their participation in any program at Metropolitan State College. These data include general intelligence, scholastic aptitude, occupational aspirations, attitudes, previous education, academic proficiency, and personal background. The second area requires continuous data gathering on students - courses taken and dropped, reasons why, academic achievement, other evidences of attainment, faculty and student assessment of the new program. Also investigated will be changes in student attitudes, appreciations, interests and understandings. The third and fourth areas of study will cover career patterns of students and their abilities as teachers. These will be determined by observation of teaching, self-appraisal and

assessment by pupils and supervisors. The students in the new teacher education program will be compared with students in general from the college and other first-year teachers.

The following sources and instruments will be used to gather data on students' characteristics: Admission Records, Questionnaire, College Entrance Examination Board, Strong Vocational Interest Inventory, Differential Aptitude Tests, Torrence Test of Creativity, observation, and interviews.

The following measures of direct observation will be used: Flander's Interaction Analysis and Cornell, Lindvall, and Saupe Scales.

The research conducted in this study will not conform well to the traditional research mold of controlled variables, maximum objectivity, and minimum contamination of data. Up to this point in time the theoretical niceties of scientific research have not resulted in startling changes or improvements in teacher education. Specifically, this new program of teacher education must offer to students intellectually challenging, relevant, exciting opportunities to study and learn. The research program aims to find out if it does.

The students in the program have one primary purpose: to prepare themselves for teaching. Whatever research is conducted and whatever variables are controlled or manipulated, the students' goals will be kept in mind. Regardless of any other research values inherent in the study, the preparation of excellent teachers is the focal point.

VIII. Budget Estimate

		1st year	2nd year	3rd year	4th year	5th year
1.	Student Support	154,800.00	309,600.00	464,400.00	620,200.00	620,200.00
2.	Additional faculty	42,000.00	42,000.00	42,000.00		
3.	Recruitment	6,500.00	5,500.00	5,500.00	5,500.00	5,500.00
4.	Student stipends (9 months)	81,000.00	162,000.00	243,000.00	324,000.00	324,000.00
	Summer	80,640.00	145,680.00	255,120.00	378,960.00	378,960.00
5.	Travel	2,500.00	3,000.00	4,000.00	5,000.00	5,000.00
6.	Planning	13,000.00				
7.	Tutoring	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00
8.	50% of Salary during first year of teaching					300,000.00
9.	Supervisors of first-year teachers					42,000.00
10.	Travel for supervisors					4,000.00
	TOTALS - - - - - -	383,940.00	671,280.00	1,017,520.00	1,337,160.00	1,683,160.00

Explanation of Budget Items

Item No. 1, Student Support of College: The amount included in this item is based on the actual cost of educating a student at Metropolitan State College. This cost is $1,200.00 plus $90.00 student fees.

Item No. 2, Additional Faculty: In order to enrich the program and provide a reduced faculty-student ratio, four faculty members are added in addition to those included in the regular staffing pattern. This is handled as a separate item, rather than with Item No. 1, so that the college may absorb these people into its staffing pattern during the succeeding year, thereby providing a contribution to the program by Metropolitan State College and insuring that there will be no sudden termination of the program because of discontinuation of the project.

Item No. 3, Recruitment: This provides funds for a faculty member secretary in each of the 22 Metropolitan Area high schools at the rate of $25.00 per month. During the first year an additional $1,000.00 is included for the publication of a folder describing the program.

Item No. 4, Student Stipends: This includes a $75.00 per month stipend during the nine-month academic year and an hourly wage during the summer. The summer wage is $1.40 during the first summer, $1.65 the second and $1.90 the third.

Item No. 5, Travel: This is for travel, per diem, and attendance at professional meetings by the faculty members involved in the project.

Item No. 6, Planning: In order to successfully operate a program such as this, a three-month planning period involving faculty of the college, consultants from outside the area, indigenous participants and other resource people.

Item No. 7, Tutoring: This is a provision for 1,000 hours of tutoring at $3.50 per hour.

Item No. 8, 50% of Salary during First Year of Teaching: This assumes the beginning salary to be $6,000.00 per year as it will be in 1968-1969 in the Denver system.

Item No. 9, Supervision of First-Year Teachers: This is for personnel and services as needed for work with teachers produced by this program.

Item No. 10, Travel: This is travel, per diem, etc. for people working with the first-year teachers and is a considerable sum because of the chance of a wide geographic spread in the placement of teachers.